

EXTRA.

[April 1, 1846.]

NUMBER X.

JOURNAL OF THE RHODE ISLAND INSTITUTE OF INSTRUCTION.

The JOURNAL OF THE RHODE-ISLAND INSTITUTE OF INSTRUCTION will be published on the 1st and 15th of every month, until a volume is completed by the publication of twelve numbers.

Each number will contain at least sixteen pages in octavo form: and in addition, from time to time, an EXTRA will be published, containing official circulars, notices of school meetings, and communications respecting individual schools, and improvements in education generally; and one of a series of "*Educational Tracts*," devoted to the discussion of important topics, in some one department of popular education.

The volume, including the EXTRAS and "*Educational Tracts*," will constitute at least three hundred pages, and will be furnished for fifty cents for a single copy; or for three dollars for ten copies sent in a single package; and at the same rate for any larger number sent in the same way.

The subscription must be paid on the reception of the first number.

HENRY BARNARD, Commissioner of Public Schools, Editor.

THOMAS C. HARTSHORN, Business Agent.

PROVIDENCE, April 1, 1846.

PROGRESS OF EDUCATION IN OTHER STATES.

MICHIGAN.

ANNUAL REPORT OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION.

Submitted December, 1845.

In this document we recognize the views of an experienced school officer. Mr. Mayhew, the author of this Report, was for two years, one of the County Superintendents of Common Schools in New York, and entered upon his duties in his new and wider field of labor with a valuable fund of practical knowledge, acquired in the administration of one of the most efficient school systems in the world.

SYSTEM OF PUBLIC INSTRUCTION IN MICHIGAN.

Our system of education possesses many admirable features. Any child residing within an organized district is entitled to attend the common school, whether his parents are able to pay his tuition or not. The law also provides for supplying the children of indigent parents with such books as they may need.

Our system of township libraries is an admirable one, and is particularly adapted to the wants of townships with a sparse population. It is superior to the district system in as much as it enables the township to purchase a greater number of more valuable books, to which, also, each individual of the township is enabled in due time to have access. The principal impediment to the usefulness of these libraries lies in the circumstance that directors are frequently remiss in the discharge of their duties.

Statutory provision is also made for the establishment of union schools in cities, villages and densely settled townships. In this manner the advantages of the common school, and the highest order of select schools may be happily combined, without any of the mischievous consequences resulting from an invidious distinction.

Our University system, with branches in different parts of the state is justly entitled to the commendation which it has so generally received wherever it is known.

Our common schools, the branches of the University, and the Parent Institution, are intimately connected. If properly conducted, the success of each will exert a healthful influence upon both of the others. Each should hold its own appropriate place in our system of public instruction, and neither should attempt to do the legitimate work of another. Our system will thus be prosperous and efficient. Otherwise, it will suffer in all its departments. For example, if a branch attempts to do the appropriate work of the common school, and opens wide its doors for the reception of scholars in the common English branches, the common schools in the vicinity will manifestly be weakened, and sustain sensible loss. The branch itself will be injured *as such*, and become a semi-common school. It will hence prepare a less number of students for the University than it would otherwise be likely to do. There seems to be a deficiency in the supervision exercised over our schools—particularly our common schools. *

It is believed our system of school inspectors might be rendered more efficient, and at the same time less expensive. At present, a meeting of the board is necessary to examine teachers, and indeed, to transact any business. It takes time to assemble the board, and is also attended with expense. When met for the examination of teachers, generally the person who is regarded as the literary member of the board, conducts the examination chiefly. The certificate is made out and signed by all the members of the board. If their action proves to be unwise, each member being a minority, the responsibility is thrown upon the other two. Thus one man labors, three men are paid for it, and nobody is responsible for what they do.

It is respectfully suggested that it would be better to elect one inspector in each town, pay him for what he does, and hold him responsible for it.

CONDITION OF THE COMMON SCHOOLS.

Whole number of school districts reported,	2,005
Number of scholars of all ages,	75,770
Number of scholars under four years, 2,289; over eighteen years, 4,289,	6,578
Number of children in districts reported between four and eighteen years,	90,006
Number of children in districts who cannot read, write and cipher,	4,578

The reports represent that 90,006 children, between the ages of four and eighteen years, reside in districts in which schools have been taught three months or longer, by qualified teachers. A greater number of schools have been opened, and more scholars have been taught, than in any former year. This view of the subject is encouraging to the friends of popular education. In many portions of the state, according to reports received from School Inspectors, our common schools are progressing in improvement, and increasing in usefulness. It should not be disguised, however, that our schools are not adequate to the wants of a free people. To enjoy civil and religious liberty, a people must be educated; not a few of them merely, but the *whole people*. If we would know, and enjoy our privileges as citizens of an independent and confederate state, we must develop our own intellectual resources. If we would perpetuate the blessings of a free government, we must educate our country's youth. Every child in the state, on arriving at the period of his majority, should be enabled to read our common language understandingly, write legibly, and compute accounts. Nay, more: he should understand the genius of our government, be an independent thinker, and be thoroughly established in virtue.

LENGTH OF SCHOOL TERM.

The general average for the state is five months. The average length of time scholars between the ages of four and eighteen years have attended school, is a fraction less than four months. Very much is lost by short terms in school. It is unquestionably true, that scholars will advance twice as much in three months, with a good teacher, as they will in two months. Two terms of four months each will enable a school to make double the progress in a year, that they would do in two terms of three months each. It would add greatly to the efficiency of our schools, if the services of good teachers could be secured eight months during the year. Where schools are taught one, or even two short terms, about half of the time is required to recover what the scholars have lost during the preceding long vacation. Where schools are kept open eight months or more during the year, with a little attention on the part of parents during the interval between them,

scholars may progress uninterruptedly in their studies during the entire year. They would thus be enabled to obtain a better education at the age of fourteen years, than under existing circumstances at the age of twenty. Six years of the most valuable portion of a child's minority would thus be secured to his parents unbroken. Still more: It is far better for children to progress uninterruptedly in their studies, and complete their scholastic instruction at the age of fourteen, (if their parents are unable to send them longer,) than to attend school a shorter term each year for a greater number of years. *Habit* exerts a greater influence upon our success in life than most persons are conscious of. Hence the vast importance of early forming correct habits of thought and investigation. In the former case, children having been accustomed to accomplish what they have undertaken, will, from the force of custom, continue to adapt means to the end in view. In the latter case, children having been accustomed to advance slowly, when at all, and to retrograde half of the time, will be more apt to fail than succeed in any important undertaking in after life.

INFLUENCE OF PRIVATE OR SELECT SCHOOLS.

In a majority of cases they [private or select schools,] are inferior to our common schools, being taught by persons who shrink from the ordeal of an examination before the constituted authorities, or who have been rejected by a board of school inspectors for mental incapacity or moral obliquity. Even when select schools are what the term indicates, they cannot safely be relied upon for the education of republican youth. In consequence of the expense, many persons will be unable to send their children. But it may be asked, cannot such parents send their children to the common schools? I answer no. Select schools are the deadliest foes to common schools. Many teachers of private schools would gladly engage in public schools provided they were suitably encouraged. They are at heart public school men. But the tendency of their schools, notwithstanding, is adverse to the interests of common schools. The condition of the common schools in cities, villages, or neighborhoods where private schools are numerous, verifies these remarks. Take Monroe for example. In this city we have a population of 3,000. Our schools consist of a branch of the University, seven select schools, and one common school. There are four unorganized districts in this city. Children residing in either of them are not entitled to attend the common school. Any whose parents are unable to pay their tuition in the select schools are shut out from the means of intellectual culture. The condition of the schools and the means of instruction in Monroe, with slight modifications, will represent the condition of many towns and villages in this state. A child knocks at the door of a select school; if his parents are able to furnish him with books and pay \$10 or \$15 a year for his tuition, (and there is nothing particularly objectionable in either the child or his parents,) he is allowed to enter; otherwise he is turned away and suffered to famish for the bread of intellectual life. Not so with the common school. It is open to all. The child of poverty and want, knocking at the door of the common school house, finds there an asylum. Provision is made not only for his instruction, but for the necessary supply of books. This is an admirable feature in our common school system, and is alike creditable to the head and heart of him with whom it originated. Select schools, then, however good they may be, cannot safely be relied upon, because they are not accessible to all. Nothing short of the universal spread of well conducted common schools can adequately supply our educational wants.

Again, while select schools are aristocratic in their character and tendency, common schools are truly democratic institutions. In a government like ours, the children of the rich and poor should mingle together from their childhood. In the common school they meet on terms of equality, where both alike depend upon personal application and virtuous habits for distinction and elevation. Such an association would be mutually advantageous to the children of the rich and the poor. All men are created equal, says the immortal declaration of independence. This is the fundamental doctrine of our state and confederate institutions. It should be taught practically in the family and the school, as it must be practiced in after life.

If, however, the sons of the rich have access to the select school, while the sons of the poor are taught in the common school, a baneful distinction is created. The former look down upon the latter as their inferiors. They see not the necessity of so much study, and gradually contract habits of indolence and effeminacy. The intellectual and moral, as well as the physical man sustains loss. At the same

time the latter look up to the former with envious emotions. They feel that injustice is done them. They either shrink under it, and relax their exertions, or resolve to rise above their imagined superiors, and as a means of doing so, redouble their efforts. In this case the whole man is harmoniously developed. The physical and intellectual energies are strengthened and quickened. After two or three generations, at farthest, their posterity will have changed conditions. The history of the past corroborates the truth of these remarks. Instances might be cited were it not invidious. This is the tendency of creating mischievous distinctions in youth. Educate the sons of the rich and poor together in the common school, and they become permanent friends, and mutually assist each other through life.

COMPENSATION OF TEACHERS.

The average wages paid qualified male teachers in the state is \$11.98 per month, and females \$5.24, exclusive of board. The highest average wages per month in any town is \$30.24 to male teachers, and \$21.37 to females, exclusive of board.

For such compensation it is not reasonable to expect that a high degree of literary attainment coupled with professional skill would be called into service. The wages and qualifications of teachers must be proportional. The payment of high salaries to inferior teachers will not insure good schools. The tendency, however, of paying higher wages will be to direct the attention of a greater number of persons to the profession of teaching. A competition will thus be created, and soon higher literary attainments and greater professional skill will be brought into the service.

Neither will the payment of moderate or low salaries to good teachers necessarily produce poor schools. It will not, however, long secure the services of good teachers. As is the demand so will be the supply. If a reasonable compensation is offered for the services of good teachers, young ladies and gentlemen of the first order of talent will attain the requisite qualifications and cheerfully tax their best capabilities in the interesting though arduous duties of this profession. He who can teach a good school can engage with proportionate success in other pursuits. If he is not reasonably compensated for teaching, he will seek a more lucrative employment. It is the opinion of some that a second or third order of intellect is all that is desirable to constitute a successful common school teacher. This is evidently erroneous. It may be all that the present compensation will long retain in the service. But it is not all that its importance claims. As is the teacher so will be the school. And as are our common schools so will be our future legislators and statesmen.

SCHOOL BOOKS.

There is a great variety of school books in use in the schools of nearly every township in the state. This variety causes an unnecessary expense to parents; is a perplexity to teachers, preventing, as it does, a proper classification of scholars; and is, hence, an impediment in the improvement of our common schools, which should be removed as early as practicable.

It is not particularly important that the same series of books be used throughout the state. It would be well, however, for all the schools of a township to use a uniform series of books; and when practicable, for the schools of a county to do so.

SCHOOL LIBRARIES.

We have district and township libraries. In the former, the district owns a library which circulates exclusively in the district. In the latter, the township owns a library, from which each district is entitled to draw books quarterly. There are in the state, according to the returns, 115 district libraries, containing 8,460 volumes. There are also 293 township libraries, containing 24,905 volumes. The township libraries contain more than seven times as many volumes as the district libraries. According to the reports, these libraries are generally well selected, and in many cases, are eminently useful.

The following is an extract from the report of the board of school inspectors for Cambria, Hillsdale county:

"The character of our township library, so far as our information extends, is unexceptionable, containing nothing of a sectarian character, or of an immoral tendency. The circulation, though not as extensive as could be wished, nor as it would be under a strict performance of duties by the directors of districts, is nevertheless, fair. In some parts of the township, the circulation is very general, and its influence upon the morals of the inhabitants plainly perceptible. Juvenile read-

ers manifest a great attachment to many books contained in the library, and the many hours heretofore spent in idleness and sports, are now devoted to the acquisition of knowledge; and their progress in the art of reading, is in many instances rapid. In those of maturer years and more expanded views, political discussions and neighborhood slanders give way, in a great measure, during the long winter evenings, to the perusal of works of a higher character in the midst of the family circle."

SCHOOL-HOUSES.

In some of the older counties of the state, there are many very creditable school-houses. In the counties more recently settled, and to a considerable extent throughout the state, there are many poor and inconvenient houses. There is, however, a desire, and a determination expressed in many cases, to supply their places with better ones. The *place* where nineteen-twentieths of our youth receive their entire scholastic instruction, should not be overlooked. School-houses are important auxiliaries in the great work of education. If they are unpleasantly located, of mean architecture, and inconveniently constructed; if they are suffered to become and remain filthy; if they are uncomfortably warmed, and their vital parts are literally whittled out; in short, if they more resemble hovels than "temples of science," their tendency will be to lower in the scale of being, to *brutalize* the youth who resort to them for purposes of instruction.

On the other hand, if they are pleasantly located, comfortably constructed, and inviting in their appearance, within and without, their tendency will be to *elevate* the minds and hearts of both teachers and pupils.

If there is one house in the district more pleasantly located, more comfortably constructed, better warmed, more inviting in its general appearance, and more elevating in its influence than any other, that house should unquestionably be the district school-house.

TEACHERS' ASSOCIATIONS AND EDUCATIONAL SOCIETIES.

There is probably no class of men who can so much improve themselves, and increase their usefulness, by forming associations for mutual improvement as school teachers. Such associations have, within a few years, been extensively formed in different portions of the Union, and especially in New York and New England. Their tendency uniformly has been to promote a healthy, social feeling among teachers; to magnify, in their own estimation, the great work of educating our country's youth; to increase their attachment thereto, and better to prepare them for the successful discharge of their duty as educators. By addresses, reports and discussions each has been enabled to avail himself of the experience of others; and thus all have had an opportunity of improving themselves in the art of teaching.

Should a call be given for the organization of a College of Teachers in the early part of the ensuing summer, I am fully satisfied it would be promptly responded to from every part of the state. Professors in the University, principals of branches, and teachers of common schools, would unitedly engage in so noble an enterprise.

EDUCATIONAL JOURNAL.

Such a periodical is deemed an indispensable auxiliary to the work of common school education in New York and Massachusetts, and other states; and it seems to me to be equally important in Michigan. At present we have no efficient means of disseminating information on the subject of common schools.

FEMALE INFLUENCE.

Females are the natural guardians of children. Hence the fitness of the general custom of employing female teachers to take the charge of summer schools, where small children chiefly attend. In visiting schools of small children taught by gentlemen, I have frequently been reminded of the condition of young children in the families of widowers. Indeed, in visiting the schools of many young ladies, I have been reminded of widowers' families, in which the children were entrusted exclusively to the care of inexperienced domestics. When children are transferred from the family, to the neighborhood or village nursery, would it not be wisdom to continue the exercise of maternal supervision over them? The eye of the vigilant mother is ever quick to discover the wants of childhood, and her kind heart prompts her to supply those wants. In many districts the children of poor parents remain at home because their clothes need some attention which it is not convenient for the

family to bestow. In such cases, should a committee of mothers call upon them to supply their little wants, and invite them to attend the school, what joy would spring up in their hearts. He that gives bread to a starving child, does the work of a Christian, but whoever imparts the bread of intellectual life to a famishing mind, does an angel's work, and will receive his reward. Who in this world can so appropriately render this interesting service as "man's guardian angel?" Benevolent females are usually modest and unassuming. If the proper authorities in towns and districts will invite their co-operation they will cheerfully engage in this good work.

In this connection Mr. Mayhew quotes the following resolution, adopted by the gentlemen at a public meeting held in connection with a Teachers' Institute of Oneida County, New York.

"*Resolved*, That we will forward the cause of common schools, by inviting the ladies of districts to which we severally belong, as we may have opportunity, to take such action in the common schools of such districts as may seem to us that they are peculiarly fitted to perform; and such as we regard as properly belong to their own sphere in the social system."

This was followed by another resolution, proposed and adopted by the ladies.

"*Resolved*, That if the men, whom we recognize as by the laws of God and man, our directors, and to whose superior wisdom we naturally look for guidance, shall call us into the field of active labor in common schools, that we will obey the call with alacrity, and to the best of our abilities, fulfill such tasks as they may judge to be suitable for us to undertake."

Both of these resolutions were ably supported by Mrs. Emma Willard, of Troy, who was present. We hope soon to publish an address by this lady, on the "*Relations of Females to the Education of the People.*"

OHIO.

The first act under which a system of common schools was organized in Ohio, was passed February 5, 1825. In 1827, 1829, 1830, 1831, 1834, 1836 and 1838, the system was the subject of legislation. The act of the last date was distinguished by the creation, for the first time, of the distinct office of Common School Superintendent. During the continuance of this office, the common schools advanced in interest and usefulness, with a rapidity hitherto unparalleled. By an act of March 23, 1840, the duties required of the State Superintendent were devolved on the Secretary of State; whose duty it now is to collect information generally in relation to the common schools in Ohio, and especially to report the condition and value of all school lands with the amount of the different school funds due to each township from lands or interest. We are indebted to Hon. Samuel Gallo-way, the present Secretary of State, for a copy of the following document, from which we shall make several extracts of general interest.

REPORT OF THE SECRETARY OF STATE ON THE CONDITION OF COMMON SCHOOLS FOR 1845.

This document opens with the acknowledgment that the state of education in Ohio, is not "complimentary to its dignity and reputation. Our position, in this respect, is so unenviable and inferior, compared with our capabilities, the wants of our people, and the pre-eminence of some of our sister states, that an accurate portrait must be unattractive, and humiliating to the pride of all who boast of it as the place of their nativity or adoption."

STATISTICS.

Whole number of school districts, 5,661; fractional, 797. Number of common schools, 5,385; number of teachers—male, 3,224, female, 2,095; number of scholars enrolled—male, 10,794, female, 8,520; number of scholars in average daily attendance—male, 49,166, female, 35,250; amount of wages paid to teachers from public funds—male, \$130,737 88 9, females, \$33,178 29 7; amount paid teachers from other sources—males, \$28,054 83 5, females, \$12,439 06 5; number of months common schools have been taught by males, 10,453, by females, 6,464; number of school-houses built, 194; cost of school-houses and repairs, \$42,126 89 5; amount of building fund by tax, \$37,360 36 2; tax from county duplicate, \$126,270 67 2.

How imperfect these statistics are, and how far below reality, may be ascertained by comparing them with the lowest estimate from the only attainable data. There are, in the state, by actual enumeration, 712,152 youth between the age of four and twenty-one. Not less than 9,000 districts, 12,000 teachers, and 175,000 scholars in average daily attendance. 250 school-houses have been built, and \$60,000 expended in their erection, and for general repairs.

SCHOOL-HOUSES.

It is impossible even to conjecture what is the number or condition of the school-houses in Ohio: but it is more than probable that a faithful description would embrace a grotesque scenery of broken benches, rocking slabs, broken sashes, absent panes, gaping walls, yawning roofs, and floors bowing with infirmity, forcibly suggesting Falstaff's account of his regiment: "No eye hath seen such scare-crows. There's but a shirt and a half in all my company, and the half shirt is two napkins tacked together, and thrown over the shoulders like a herald's coat without sleeves."

EDUCATION MORE NEGLECTED THAN ANY OTHER STATE INTEREST.

Our shameful delinquency could be better tolerated if it were permitted in any, even the most unimportant branch of state affairs; then the wretchedness of school operations could claim a partnership in the same mantle which shrouded other measures, and we would at least possess that insensibility which arises from familiarity with the signs and feelings of deterioration; but this vital interest is conspicuous in the loneliness of its destitution. Although education holds an acknowledged superiority, by the professions of our people, and, in intrinsic merit, is unrivaled by any competitor, yet, it has been exiled from an honorable companionship in the family of state interests, and has been thrown out like a poor, despised foundling, half clad and half fed, to beg for protection. We have claimed to regard it as a paramount topic, and yet our admiring eye has been caught by some trifling interest of party or policy, as in the case of the astronomer, "who, while looking at the sun, saw an animal of huge limbs and immense bulk rushing up on one side, and soon overshadowing and darkening its whole surface, which proved to be only a fly crossing the upper lens of his telescope."

PROSPECT OF IMPROVEMENT.

The auspicious omens which appear and urge us onward, are, that in the cities of Cincinnati, Cleveland, and other important points, common schools, under the kind influence of philanthropy and an enlightened public spirit, are exhibiting those rich fruits which alike show the practicability of the scheme, and excite others to a participation in similar benefits; teachers' institutes and associations are springing up in many sections, enlisting the zeal and activity of men of all grades and professions; greater success in elections favorable to a school tax; more enthusiasm exhibited for the advancement of the cause by county superintendents, as will appear in the fuller and more interesting communications transmitted this year, abstracts of which are given in an appendix to this report; and more satisfactory statistics than in any previous year since 1839.

FUNDS FOR SCHOOL PURPOSES.

There has been distributed in the year 1845, by the apportionment of the Auditor, \$285,585 78 4, composed of the following items: \$200,000, state common school fund; \$11,864 72 8, interest and rents on Virginia military school fund; \$7,150 06 interest, on United States military school fund; \$9,519 54, interest on Connecticut Western Reserve school fund; \$57,015 38 6, interest on section sixteen; \$36 07, interest on Moravian school fund.

If the whole amount produced by these various sources had been equally distributed, it would have given between forty and fifty cents to each youth in the state between four and twenty-one, and more than twice that amount to those who actually avail themselves of these privileges. In addition to the general appropriation, it is also provided in section two of the same law which creates the common school fund, that "there shall be annually levied and assessed, upon the ad valorem amount of the general list of taxable property in the state, two mills on the dollar." By an amendatory act passed March 16, 1839, it is provided, "that the county commissioners of any county, at their discretion, may reduce the school tax to be levied and collected in their respective counties, as provided for in the second section of the act to which this is an amendment, to any sum not less than one mill on the dollar." The later act was unpropitious, as it caused a withdrawal of patronage from our educational interests, in their infancy, when struggling for life, they needed all the kindness and nourishment which parental love could supply. But for the amendment, there would have been realized this year, from the tax specified, the sum of \$288,320 93, an amount which, if combined with the nearly equal sum distributed by the state, would have yielded at least \$1 50 to each of those who attend common schools, and consummated the benevolent intention expressed in the law, by furnishing not less "than six months good schooling" to the youth of every district. In other states, the provision is embodied in their school laws, requiring the counties to raise an amount equal to, if not greater than the amount given by general distribution.

The inquiry may here be suggested, is it equitable, as the apportionment is equal and for the common welfare, that some counties should meet that bounty with a less contribution than others? Were the education of the youth in each county an interest, in its immediate and ultimate consequences, bounded by geographical lines, then the use or misimprovement of a general fund, would be a matter exclusively of their own concernment. As, however, the connexion is so intimate and mutual, that, "if one member suffer, all the members suffer with it; or one member be honored, all the members rejoice with it," ought not each to be taxed proportionably to its ability, and benefits received? One or two examples may be cited in exemplification of these remarks.

Pickaway county returns as the amount assessed, \$2,876 46; but a tax of two mills on the amount of her taxable property, \$2,880,349, ought to yield \$5,780 69, more than twice the amount rendered. Stark county has also assessed but one mill on the dollar, and Warren about the same, whilst Morgan, Pike and other counties, have fulfilled the provisions of the original law. Is not the inequality produced by the amendment adverse to the common weal, and, in an enterprise so general and commanding, as all share equally in the blessings, ought they not to bear equally the burthens?

WISE ECONOMY OF EMPLOYING FEMALE TEACHERS.

The only practicable mode by which a greater amount of instruction can be had, and for less money, is by a more general employment of female teachers. It will be seen by the statistics of this year, that the amount paid 3,224 male teachers, out of public and other funds, was \$158,791 72, whilst 2,095 female teachers received only \$45,616 36. From this it appears that each male teacher received \$59 25, whilst each female teacher received only \$21 82, being less than one half of the compensation given to the former. Nearly the same difference exists in wages given to male and female teachers, in New York and Connecticut. If female teachers of equal merit and qualification can be obtained, the economy of the substitution for male teachers, whenever it is practicable, cannot be doubted. Are they as competent as males? Their literary qualifications must be subjected to the same scrutiny, and from the unobtrusiveness of the sex, it may be presumed that their real attainments are superior to those which will be apparent, in the embarrassing circumstances of an examination. It is probable that they will be better qualified, as the young lady who engages in teaching, does it with the purpose of making it her exclusive employment until a higher *engagement* calls for her time and devotion. She will consequently acquire an impassioned attachment for the vocation, accompanied with suitable qualifications, which cannot be attained by one who embarks in the business to fill a vacuum in his usual employment.

In moral endowments, her superiority must be admitted. A distinguished teacher and writer, in treating of the moral qualities of a teacher, has justly remarked, that "he should be patient, full of hope, of a cheerful spirit, generous, a lover of children, full of benevolence, just, a lover of order, a reverencer of God and his laws, conscientious, firm, with a talent to command." How admirably this representation suits the accomplished female teacher! Who so well fitted to hush the turbulence of passion—restrain the impatience and perverseness of unkind temper—administer gentle and affectionate reproof, and win, by meek precept, the wayward to the pleasantness of wisdom's ways? Who so qualified to cultivate the young affections, to breathe upon them purity and fervor, to fasten them upon objects from which they may gather strength, and to clothe them with a panoply of virtue, which will resist every polluting influence? Who so well calculated to inspire respect and reverence for parental authority, social relations and obligations, to unfold the beauty and loveliness of moral scenery, to clothe vice with horror, and virtue with attractiveness, and to lead the mind, by a contemplation of the motives and realities of a better world, to the love and practice of those graces which shall be crowned with an eternal inheritance? With these capabilities, and with that aptitude, discrimination and tact in the control of children, which characterize the sex, none are so well qualified as they to assume their guardianship, and to none is committed a greater portion of responsibility, in the education of youth, of both sexes. To this it may be objected, that they are deficient in a talent to command. This would be forcible, if the antiquated method were still in use, of applying instruction by the birch, ferule, cowhide, &c. Under that dispensation in which the school-house was invested with the scenery and equipments of a dungeon, a strong arm, rigid muscles, and still more rigid feelings, were indispensable for sustaining the despotic government of the pedagogue. In these latter and brighter days, it has happily been discovered, that kindness is more effective than cruelty, and that the possession of the heart and conscience best secures the attention and energies of the mind. The unanimous testimony of the superintendents and directors of schools, where the experiment has been fully tested, clearly shows that their capacities to command are equal, and that the order, discipline and harmony of these schools are superior to those under the direction of the bolder sex.

INFLUENCE OF PRIVATE OR SELECT SCHOOLS ON COMMON SCHOOLS.

Unless our common school system be liberally patronized by legislative and private liberality, and command the confidence of all classes, the effect will be disastrous upon the success and energies of teachers and taught. Select schools spring up on the decay or ruin of common schools, and distinctions, with their unpleasant consequences, naturally arise. Degradation must attach to a school from which the children of the wealthy and influential are withdrawn. It loses

its prominence in public estimation, and draws no warm circle of expectation around it. It cannot even claim the sympathy of a charity school, nor challenge patronage for its intrinsic merits, but becomes a half pauperized independency, which moves neither in the way of respect, nor of benevolence.

It does not require the eye of a prophet to foresee how disastrously a separation of interest and effort in education must effect the harmony and prosperity of our social condition. The small, low-roofed and weather-worn school-house, peeping from some obscure corner, and the commodious and elegant house at a conspicuous point, present a contrast indicative of antagonistic elements. As the children so differently circumstanced, as they are in these habitations, wander through the streets and meet each other, will not distrust, envy, and jealousy burn in their young hearts? Can they realize that all men are born free, equal and independent, and that they are joint heirs of the same political inheritance? If these things be done in the green tree, what shall be done in the dry? Is it not probable that these causes of alienation will be succeeded by others more influential and fatal, and that the flame of hostility kindled in youth will break into an angry fire in manhood? It behoves us all, in a mutual pledge and effort of patriotism, to strike from our measures every anti-republican feature and emblem, and to establish a plan of education worthy our name and professions, and commensurate with our high destiny and development—a broad, common platform where the children of the rich and the poor may start together in the career of honorable competition—where may be practically realized the spirit and hopes of those whose blood flowed in a *common* current for our political redemption, and where shall be cultivated a unity and devotedness of feeling and purpose to be brilliantly illustrated in future life, by an united republican sentiment and action for the interests of a *common country*.

TEACHERS AS THEY SHOULD BE, AND AS THEY SOMETIMES ARE.

To discharge a duty so momentous, what a well assorted union of qualities is necessary! How apt to teach ought he to be—how familiar with the elements of the human constitution, with the depth and purity of human feelings, and with the power and variety of mental faculties—how cool in judgment, clear in conscience, devoted in heart, and strong in intellect—how intimately ought he to be acquainted with the principles and details of all science and literature embraced in his profession—and, especially, how liberally ought he to be endowed with that "wisdom which is from above, which is first pure, then peaceable, gentle, and easy to be entreated, full of mercy and good fruits, without partiality and without hypocrisy."

Elevated and commanding as the talents and attainments of a teacher ought to be, one obtains license to teach orthography who replied to the question, spell ocean, that there were two ways of spelling it, otion and oshion; another, who spelled philosophy, filosefey; and another who spelled the common word earthly, erthley. Upon others were bestowed the honor of teacher of arithmetic, one of whom could not tell how many cwt. were in a ton; another who was ignorant of the multiplication table, and another who could not tell the cost of nine cords of wood, at \$1 37 $\frac{1}{2}$ per cord. Another was licensed to teach geography who, in reply to the question, how is Virginia bounded? answered, by Tennessee on the north, and Maryland on the east. These are but a few of many specimens communicated by friends of education, as evidences of the kind and amount of qualifications tolerated in some sections of our country.

PLAN FOR ELEVATING THE QUALIFICATION OF TEACHERS.

1. By impressing upon the public mind its necessity. This subject challenges the attention and interest of those who control the pulpit, the press, and all who, by their prominence in talent and station, can utter awaking truths to the mass of their fellow citizens. A strong pervading excitement is needed to break the torpor which has settled upon the public mind.

2. By a rigid examination. This is a necessary pre-requisite for procuring a change in public sentiment. It is certainly better for the cause of education, and consequently better for the interests of the people, to reject, than to license unworthy applicants. If the citizens of a district cannot obtain an incompetent man, for whose services they petition, their necessities will compel them to obtain a better teacher, although for a larger price and a shorter time.

A severe scrutiny of qualifications will not be less beneficial to *applicants*. It is within our knowledge, as proof upon this point, that one School Examiner in one

of our counties, by his fidelity and strictness, revolutionized the character of teachers. One, too, who has risen from a transient unpopularity, resulting from what was deemed severity, to an abiding confidence in the affections of that people.

3. By Teachers' Associations. It is gratifying to record the fact, that in many portions of our state, these unfailing indications of the advance of education are in successful operation. Within the past year, in some of our Western Reserve counties, a decided impulse, with encouraging results, has been given to the movement. It is easy to anticipate the beneficial influence of such measures upon teachers, schools and public sentiment. * * He must be a respectable teacher who can assume a conspicuous participation in the duties and exercises of such meetings, and it is plain that distinctions won there will constitute his general reputation. The common sentiment that the occupation of the teacher is an inferior one, repels talents and attainments from the vocation. A man will not voluntarily seek a situation where he will be subjected to inferiority. A single convention, with its array of talent, respectability and intelligent action, will dislodge such an opinion from any community, and plant in its stead a fervent respect for the dignity and honor of the calling.

NECESSITY OF THOROUGH SUPERVISION—COUNTY SUPERINTENDENTS.

Your attention is again solicited to a consideration of the importance of creating the office of County Superintendent. The developments of the past year, the recorded experience and testimony of the intelligent and judicious, and a more thorough scrutiny of the intrinsic merits of the proposed plan, concur in strengthening the conviction expressed in the last year's report, "That the most efficacious means which can be adopted at the present crisis, is the erection of the office of County Superintendent."

All must agree that the merits of the educational affairs of any county are equal, if not paramount to any other interest, and yet were other objects visited with the same indifference, they would perish. Were there not more salutary measures for regulating the roads and highways of our counties, than exist for managing and superintending common schools, or were the commissioners invested with no higher power on this subject than that with which our county auditors are clothed in regard to schools, the people would soon clamor for a change. Did grand jurors make no fuller presentment, or institute no more searching inquiry into the crime of any county than is made or instituted in reference to educational wants, that co-ordinate power in our courts would be regarded as a nuisance, and villainy would stalk unrestrained. In all other matters obligation is created, responsibility imposed, and the punctual and full discharge of duty enforced by appropriate sanctions and penalties, whilst this, which ought to be the central and superior object, is left to the uncertainty of expediency or caprice.

A summary of the topics which would appropriately be embraced in the sphere of a superintendent's labors, will show the importance of the office. They would be the introduction of uniform systems of teaching, suitable text books and methods of instruction, school-houses, their exterior and interior arrangement, school teachers, their examination and qualifications, consulting and advising with directors and other officers, and examining schools and classes, delivering public addresses, making annual report to the State Superintendent, embracing the number of pupils attending school at the time of visitation; the number of classes in each school, the number of scholars in each class, the ages and compensation of teachers, and the length of time they have taught; the qualifications of teachers, the mode of teaching, government and discipline of schools.

One of the most desirable influences which can be exerted by this class of officers, is, that of exciting an intense enthusiasm in the cause of education among parents and children. A zealous and successful advocate of a cause which appeals so strongly to the best and purest feelings, must make his ministrations effective in breaking the apathy which has seized the public mind. Let one, inspired with the excellence of his mission, and with an abiding, practical, intelligent conviction of its surpassing importance, visit and call together parents and guardians of youth; spread before them, at the fireside and in the congregation, those facts, arguments and illustrations with which he will abound, and a decided, favorable interest must be enkindled. This effect will certainly be attained, if he can verify the success of his efforts—if he can array before them, as evidences and seals of his opinions, those living illustrations which will appear in the school-house, and the family, by

which will be exemplified the surprising and delightful effects of improved modes of education.

That a county superintendency is neither novel nor unwise, is abundantly exemplified in the past and present condition of the common schools in the state of New York. * * * To their efforts is to be attributed, to a very great extent, the revolution in public sentiment, by which the district school, from being the object of general aversion and reproach, begins to attract the attention and regard of all.

THE IMPORTANCE OF EDUCATION TO OHIO.

As citizens of Ohio, we are pledged to the subject and cause of education, by the declaration and acts of our fathers. In the third act of the ordinance of 1787, is the sentiment, "religion, morality and knowledge being necessary to good government, schools and the means of education shall forever be encouraged." This declaration is reaffirmed in our bill of rights, "but religion, morality and knowledge being essentially necessary to good government, and the happiness of mankind, schools and the means of education shall forever be encouraged by legislative provision, not inconsistent with the rights of conscience."

Our venerable sires, with their characteristic wisdom, regarded "schools and the means of education," as the proper basis upon which could securely stand the pillars of good government. Our practice exhibits that we have preferred another foundation, in canals, turnpikes and railroads. They contemplated person with its inalienable rights, as the highest object of care, and government as the visible manifestation of enlightened minds and cultivated hearts. We have made property the absorbing interest, and its protection and advancement the chief end of legislation. Their broad eye compassed the wants of all. Our restricted vision has embraced the few. As the result of an abandonment of their benevolent purposes, and an apostacy, in practice, from our faith, there are now between 40 and 50,000 citizens of Ohio, over twenty years of age, who can neither read nor write, (12,000 of whom, at least, are exercising all the privileges and rights of freemen,) and not less than 150,000 children, between the ages of four and twenty, entirely illiterate.

To those who recognize that sentiment, to which the true patriot's heart most joyously consents—the capability of man for self government—the great number of the uneducated ought to furnish matter for grave reflection. To the subject of a despotism, ignorance is bliss, but knowledge is the life-blood of a sovereign people. Said a distinguished philosopher, "to send an uneducated child into the world, is to defraud community of a benefactor, and bequeath them a nuisance;" and said a no less distinguished politician of our country, "a well instructed people alone can be a permanently free people."

This is the practical question to be solved: Shall the vast multitude of youth in our land, our kindred in blood and the inheritance of liberty, now sunk in ignorance, be supplied with those means of education by which they shall be elevated to the dignity of American freemen—their moral and intellectual nature be fully developed—their varied relations and responsibilities be fully appreciated and honorably discharged; or shall they be cast off from our sympathies and communion, and left to grovel in moral and mental debasement—possessing no check for the fury of passion, no control over raging appetites—no guard against the power of temptation—no conscience alive to the power and influence of truth, and no guide to present duty or eternal destiny. With this alternative, no one can mistake the path of duty. Economy, policy, safety, honor, all concur in pressing the admonition of Jefferson, "make a crusade against ignorance, establish and improve the law for educating the people." Better to shut out the light from their eyes, the air from their lungs, or seal the fountains of water and fire, than to rob them of those moral and intellectual elements which alone can qualify them for the high position of freemen. Far better to pay taxes which will rise like vapors to descend in refreshing showers, than to build jails, penitentiaries and alms-houses, to relieve wretchedness and punish crime, which wholesome education might have prevented.

There is no truth better established by the providence of God, and the history of our world, than this—that all legislation which recognizes the equality of man, protects him from the oppression of selfishness and unjust power, and encourages the development of the noblest powers with which God has endowed him, will be crowned with the highest results of peace, happiness and prosperity; whilst every system of policy, marked by partiality and injustice, and calculated to repress the

generous aspirings of humanity, will be visited by a fearful retribution of tribulation and wrath.

"We still have judgment here; that we but teach
Bloody instructions, which being taught, return
To plague the inventor: this even-handed justice
Commends the ingredients of the poisoned chalice
To our own lips."

TEACHERS' INSTITUTES.

This new agency of school improvement was introduced into Ohio under the auspices of Judge Lane, and other gentlemen of Sandusky, and the immediate instruction of Mr. Town, of New York, and of A. D. Lord, Principal of the Western Reserve Teachers' Seminary, at Kirtland, Lake County, Ohio. We have before us a "*Catalogue of the Board of Instruction and Students*" of two Institutes, one held in September, at Sandusky City, numbering 103 students, and the other at Chardon, Geauga County, numbering 140 teachers. Both contain resolutions by the teachers, acknowledging the benefits they had received, and highly approving the plan of the Institutes. Arrangements have been made for future sessions.

Since the above was in type, we have received a letter from Mr. Lord, of Kirtland, from which we make the following extract.

The regular course of instruction at Sandusky embraced,—6 lessons or lectures on the elementary sounds, spelling and punctuation of the English Language; 4 do. in reading, grammatical and rhetorical; 5 do. in Town's analysis of derivative words; 10 do. in English Grammar, parsing, &c.; 11 do. in Geography and the science of Government; 3 do. on the use of the globes in teaching; 12 do. in written and 4 in mental arithmetic; 5 do. in Mensuration and the elements of geometry; 3 do. in Mental Philosophy.

In addition to these, numerous informal lectures were given, on teaching History and Chronology, Declamation, Composition, &c. and on the best methods of teaching and governing schools. There were also eight public discussions of important questions, and eight public lectures by the members of the Board of Instruction, and other invited gentlemen.

The Geauga Co. Teacher's Institute, was assembled by the County Educational Society. The course of instruction pursued was similar to that adopted at Sandusky, though more systematic in some respects. In the Introductory address it was stated, that "it was our object to give the greatest amount of valuable, practical instruction, in the most systematic form, and in the least possible time." We had the best attention from all the members of the class at both places, and it is seldom, probably, that such intelligent assemblies are congregated in this or any other section of the union. It was said at both places, that the best, the most enterprising and efficient teachers in the whole vicinity were there; and the friends of education generally feel confident, that if Institutes are sustained, the poorer class of teachers will be driven from the employment altogether.

Our (Lake) County Common School Society is quite active. An agent has been employed during the past winter to visit the schools of the County, and make a thorough examination into their condition, &c. His report will soon be published.

COMMON SCHOOLS IN CINCINNATI.

The common schools of Cincinnati will compare favorably with those in most of our eastern cities. From the "*Fifteenth Annual Report of the Trustees and Visitors of Common Schools, to the City*

Council of Cincinnati, for the year ending June 30, 1844," it appears that there were 8,248 different pupils connected with the schools during the year, with an average attendance of about 4,000. The annual expenses for instruction and contingencies amount to about \$34,000. Of this sum, \$25,000 were raised by tax. In addition to the day schools of different grades, there are *German schools*, in which 753 children of German parentage receive instruction in both English and German; and *Evening schools*, for the instruction of those young persons over twelve years of age, who are prevented from attending the day common schools of the city. The following extract is from a Report of a Committee of the City Council.

The common branches of an English education are thoroughly taught in all the departments, and in each of the schools classes of the more advanced scholars are taught in the higher branches of a liberal English education. The German English Schools are increasing in usefulness, and fully realize all that was expected from them by the most sanguine friends of the system. It will be seen by reference to the report that gratuitous instruction has been furnished to a number of the more advanced pupils in the science of Book Keeping, and also in the French language, by competent instructors. Music has also been successfully taught by Professor Colburn, in most of the schools.

Your Committee are fully of the opinion that by the zeal and energy manifested by both Trustees and Teachers, the Schools will become, and are in fact now, the Pride of the City, and emphatically the People's Colleges.

We have also received the "*Sixth Annual Report* of the Trustees and Visitors of the Common Schools," in Portsmouth, presented November 20, 1845; from which it appears that the public schools are divided into different grades, and are in a prosperous and improving condition.

SMITHSONIAN BEQUEST. NATIONAL NORMAL SCHOOL AND
NATIONAL LIBRARY.

By the last will and testament of James Smithson, of London, in the kingdom of Great Britain, the Government of the United States was made the trustee of the whole of his property, for founding at Washington, under the name of the Smithsonian Institution, of an establishment for the increase and diffusion of knowledge among men. Of this property, there was paid into the treasury of the United States, on the first of September, 1838, the sum of five hundred and fifteen thousand one hundred and sixty-nine dollars, (\$515,169) upon which there will have accrued in interest the sum of two hundred and forty-two thousand one hundred and twenty-nine dollars, (\$242,129) on the 1st of July, 1846. Various plans have been proposed by committees of the Senate and of the House of Representatives, for the action of Congress, with regard to this noble bequest; but amid the jarring conflicts of party, and the absorbing and exact-

ing claims of other interests, the peaceful and unobtrusive cause of universal education has been thrust aside, *and the government thus far has done nothing* beyond accepting the trust and receiving the money. Our attention has been recently called to this subject, by a document from the Hon. Robert Dale Owen, chairman of a "select committee of the House of Representatives, on the Smithsonian Bequest," to establish an institution which shall carry out the design of the large minded testator. We have not had time to examine the details of the bill before us, or to compare its provisions with those which have been before submitted. We perceive that it appropriates the interest which has accrued up to the 1st of July, 1846, to the erection of suitable buildings for the reception of objects of natural history, of a library, a gallery of art, lecture rooms, &c.; and the enclosing and preparing suitable grounds; and that the six per cent. interest on the amount of said trust fund be hereafter appropriated to the perpetual maintenance and support of the institution. The institution is to be conducted by a board of managers, to consist of the Vice President, and Chief Justice of the United States, the Mayor of the city of Washington, three members of the Senate, and three members of the House of Representatives, together with six other persons, other than members of Congress, two of whom shall be members of the National Institute, resident in Washington. There is to be a professor of agriculture, horticulture and rural economy, who shall have charge of a botanical garden, and institute experiments to determine the utility and advantage of new modes and instruments of culture, and the introduction of new fruits, plants and vegetables, into the United States. Our attention was particularly attracted to the following sections.

SEC. 7. And whereas the most effectual mode of promoting the general diffusion of knowledge is by judiciously conducted common schools, to the establishment of which throughout the Union, much aid will be afforded by improving and perfecting the common school system of the country, and by elevating the standard of qualification for common school teachers: and whereas knowledge may be essentially increased among men by instituting scientific researches, and, generally, by spreading among the people a taste for science and the arts—

Be it further enacted, That the board of managers shall establish a normal branch of the institution, by appointing some suitable person as professor of common school instruction, with such other professors, chiefly of the more useful sciences and arts, as may be necessary for such a thorough, scientific, and liberal course of instruction as may be adapted to qualify young persons as teachers of common schools, and to give to others a knowledge of an improved common school system; and also, when desired, to qualify students as teachers or professors of the more important branches of natural science. And the board of managers may authorize the professors of the institution to grant to such of its students as may desire it, after suitable examination, certificates of qualification as common school teachers, and also as teachers or professors in various branches of science; they may also employ able men to lecture upon useful subjects, and shall fix the compensation of such lecturers and professors: *Provided, however,*

That there shall not be established, in connection with the institution, any school of law, or medicine, or divinity, nor any professorship of ancient languages. And the said managers shall make, from the interest of said fund, an appropriation, not exceeding an average of ten thousand dollars annually, for the gradual formation of a library, composed of valuable works pertaining to all departments of human knowledge.

SEC. 10. *And be it further enacted,* That it shall be competent for the board of managers to cause to be printed and published periodically or occasionally essays, pamphlets, magazines, or other brief works or productions for the dissemination of information among the people, especially works in popular form on agriculture and its latest improvements, on the sciences and the aid they bring to labor, manuals explanatory of the best systems of common school instruction, and generally tracts illustrative of objects of elementary science, and treatises on history, natural and civil, chemistry, astronomy, or any other department of useful knowledge; also, they may prepare sets of illustrations, specimens, apparatus, and school books, suited for primary schools.

We intended to have submitted some remarks on the importance of a National Normal School at Washington, and on the practicability of enlarging the plan recommended by the Committee of the House, so as to embrace more of the plan of a National Library, so eloquently advocated by Hon. Rufus Choate, in the Senate, in 1845. But we must defer our remarks to another opportunity.

ORGANIZATION OF SCHOOL DISTRICTS.

We would remind the School Committees of the several Towns, that the Annual Meeting of School Districts for the choice of Trustees and other officers must take place in May, and that notice of the time, place and object of holding the first meeting of any district, must be given by the Committee of the Town to which such district belongs. The requirement of the law as to the manner of giving notice, will be found in Section xii of the "*Act relating to Public Schools*," passed June 27, 1845, which is printed in the Journal of the Rhode Island Institute of Instruction, No. 9. At the request of many committee-men, we shall issue in the course of the month, a Circular, in which we shall aim to set forth in detail, the mode of proceeding in the organization of school districts.

RECEIPTS FOR THE JOURNAL.

Anna Inman, Slatersville,	\$3 00	Rev. Mr. Tilley, Providence,	50
A. Vaughan, Providence,	50	A. B. Russell, Petersville, Md.	1 00
Amos Perry, "	21 00	F. A. Boomer, Natick,	0 60
B. D. Slocum, East Greenwich,	50	A. D. Lord, Kirtland, Ohio,	1 00

Providence, April 1, 1846.

T. C. HARTSHORN.

Packages of the regular numbers of the Journal from No. 2 to No. 8, inclusive, containing the Report of the Commissioner of Public Schools, and the accompanying documents as far as Appendix No. viii, will be forwarded to subscribers in the course of the present month. Number 9, for April 1, containing the "*Act relating to Public Schools*," will be sent with this number (No. X) of the Extra Journal.